

"5. Does it help to promote the goal of a pluralistic society, free from the social ills of discrimination and prejudice in such areas as education, employment, and housing?

"The Superintendent of Schools will recommend only those instructional materials which are in accord with the stated educational objectives of the Board of Education. This action is not an attempt at censorship or dictation. It is a response to community expectations that the textbooks we approve for use in our schools will reflect our educational objectives, as set forth in the course of study and curriculum bulletins issued by the Board of Education."

1.2. Subsequently, the following two Board of Education publications contained restatements of the Board of Education's Policy Statement:

"Strengthening Democracy," May, 1964 (See Item #2 attached.)

"Curriculum and Materials," Spring, 1966 (See Item #3 attached.)

2. EFFORTS OF EDUCATIONAL AUTHORITIES TO PROVIDE FOR ALL CHILDREN TEXT AND LIBRARY BOOKS WHICH RECTIFY ADVERSE ATTITUDES TOWARD MINORITY GROUPS

New York City Schools have made, during the past five years, determined, all-out efforts to provide text and library books which rectify adverse attitudes toward minority groups. To support this statement, the following action was taken in the areas indicated:

2.1. *Special lists of texts and library materials treating the role of minorities were issued, as—*

2.1.1. Special Circulars listing *approved textbooks* were issued to all schools. These circulars, a few of which are listed herewith, are for use by principals in ordering new text materials:

Special Circular 17, 1964-65.

Special Circular 35, 1964-65.

Special Circular 26, 1965-66.

Special Circular 77, 1965-66.

Special Circular 85, 1965-66 (See Item #4 attached.)

2.1.2. Special lists of *approved library materials* treating the role of minorities were sent to the schools, as—

"School Library Bulletin," October, 1965-February, 1966 (See Item #5 attached.)

"Bibliography of Materials for Use in Relation to Puerto Rican Discovery Day, November, 1965" (See Item #6 attached.)

"Books By and About the American Negro for Elementary, Junior, and Senior High School Libraries, Spring 1966" (See Item #7 attached.)

2.1.3. Special lists of *approved audio-visual materials* treating the role of minorities were sent to the schools, as—

"A-V Resources, Puerto Rican Discovery Day, November, 1965" (See Item #8 attached.)

"A-V Resources, Human Relations, December, 1965" (See Item #9 attached.)

2.1.4. Notices to schools concerning the ordering of textbooks advised that all schools should order text materials treating the role of minorities, as—

Junior High School Special Circular #56, 1965

Junior High School Special Circular #21, 1966

Academic and Vocational High School Circulars, February, 1966 (See Items 10, 11, attached.)

2.2. *Publishers of text materials were notified that New York City Schools would approve only those instructional materials which were in accord with the "Policy Statement on the Treatment of Minorities in Textbooks."*

2.2.1. A "Questionnaire on the Treatment of Minorities in Textbooks" was sent to all publishers (on November 12, 1963) to learn the progress that should have been made in coverage and treatment of the role of minorities.

2.2.2. Letters were sent to publishers advising them of New York City's policy and inviting them to meetings (May 8, 1964; June 8, 1964; etc.) to discuss the implementation of that policy. (See Item #12 attached.)

2.3. *Producers and distributors of educational films, filmstrips, and/or recordings were invited to a special meeting (September 17, 1965) to discuss policy on the treatment of minorities in audio-visual materials.* (See Item #13 attached.)

2.4. *A plan to phase out obsolete textbooks was announced to principals in Special Circular, September, 1964.* (See Item #14 attached.) Principals were advised that—